



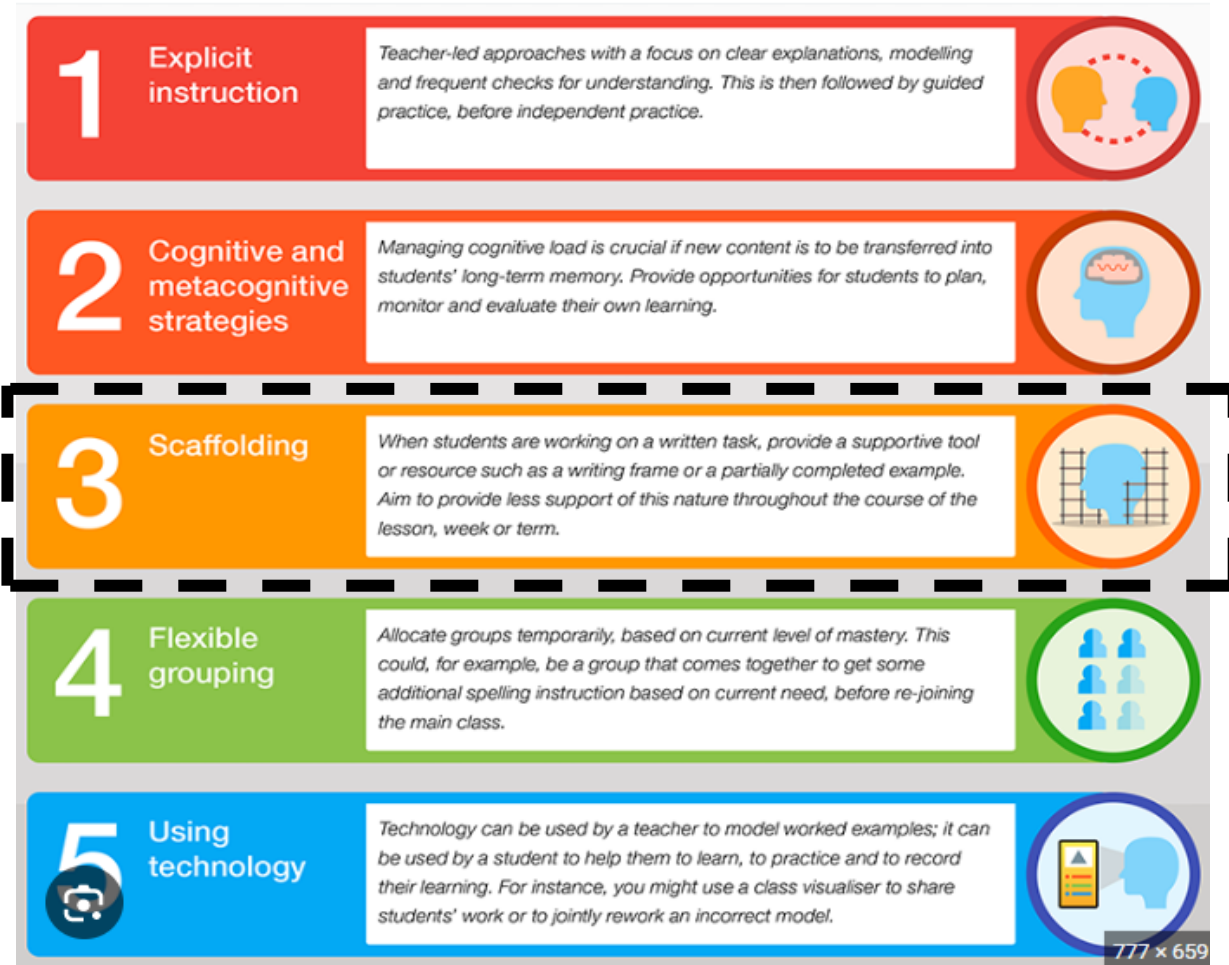
How
scaffolds
can unlock
children's
potential.

What is a Scaffold?

Scaffolding refers to a method where teachers offer a particular kind of support to pupils as they learn and develop a new concept or skill. In the instructional scaffolding model, a teacher may share new information or demonstrate how to solve a problem. The teacher then gradually steps back and lets students practice on their own. It also can involve group practice.

The model of instructional scaffolding is also sometimes described as “I do. We do. You do.” In other words, the teacher shows how something is done, then the class practices together and, finally, students work individually.

What does the research say?



EEF 5 A DAY

Meeting the range of needs presented by a class of children is undoubtedly a challenging task. However, research suggests that there are approaches which teachers can employ to support learning and improve outcomes for all pupils, including those with Special Educational Needs.

The evidence which informed the EEF's 'Special Education Needs in Mainstream Schools' guidance report indicated that there are five particular approaches which can be integrated into day-to-day teaching practice to raise attainment among children with additional needs, as well as their classmates.

<https://www.youtube.com/watch?v=facWXq3TGYc>

Types of Scaffold

What is it?



Scaffolding is one of the five evidence-based approaches—a 'Five-a-day'—that the EEF's guidance report, Special Educational Needs in Mainstream Schools, recommends to support pupils with SEND to make good academic progress.

Consider how you can provide scaffolds in a way that reduces stigma, promotes independence and reduces over time.

"Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written."

SEN in Mainstream guidance report, EEF, 2020

What can it look like in practice?

For example:

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."

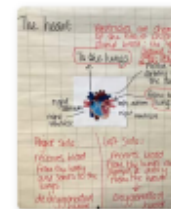


Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters



Activity

Can you read the article on your table and go on the link below: As a table can you list different scaffolds for the following headings:

- Visual
- Verbal
- Written
- Lesson Design

Can you put post its under each section



Lesson Structure

Why is the 6 part lesson an appropriate scaffold in maths?

Research shows that students learn material more easily when we practice content chunking. In this post, I'm referring to content chunking as two different things, but both equally important:

- *breaking down course content and skills into smaller chunks that are more easy for students to digest*
- *chunking the class period strategically to increase mastery of content*

When done effectively, students comprehend the content better, learn more of it, and remember it longer. Content chunking gives students time to really dig into a skill, idea, or concept long enough that they can appreciate it, reflect on it, and connect with it at a deeper level.

What ways do you engage pupils to ensure they retain focus and engagement throughout a session?

Six Part Session	Activity
In Focus 1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.	MOS – style activity – recap on previous days learning or briefly use a skill which feed into that session. This may/may not need concrete resources. This daily review should embed previous learning. This may include whiteboard work or discussion.
New Learning 2. Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.	Here a new piece of learning will be introduced with a clear model and or discussion. This should be a very small step to introduce the children to the lessons objective.
Talk Task 3. Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.	In this part of the lesson, the learning will be developed with all the children. The teacher should provide a clear model using the talk frames/sentence stems to guide the children. Repetition of these phrases at this point is important. Concrete materials should be used at this stage where possible to expose structures. They should be then given the opportunity to have a go at using the structure with their partner using the talk frames to guide their learning.
Guided Practice 5. Guide student practice: Successful teachers spend more time guiding students' practice of new material.	The class will then come back together as a whole to develop the learning further. The teacher should use questioning and further practice as a class to assess children's understanding. Children should then complete the developed activity with their partner. At the point teachers should have a good understanding of whether children are secure in their understanding or need further development
Independent Activity Consolidation or challenge 8. Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. 9. Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.	At this point, children will either move onto the challenge problems – involving reasoning and problem solving activities or they will move onto a consolidation task. Quick graspers should move onto the challenge and those who need further support will be moved to sit together for further support. It is important that this consolidation contains some elements of reasoning and problem solving at the children's level so they are all exposed to reasoning and problem solving and different stages.
Learning Stop and Plenary 4. Provide models: Providing students with models and worked examples can help them learn to solve problems faster.	When the children have had time for further consolidation, all children should be brought back together to look at a problem – though this can be left to the plenary if necessary. The teacher should use a 'thinking out loud' approach to tackle a problem that is seen on the challenge activity. When embedded the teacher may ask children to come to the front and model their 'thinking out loud' to solve the problem.

Feedback

Below are some great strategies to do during the we do phase:

Sorting activities – similarities and differences, true or false, Venn diagrams, 2 hoops with concrete objects.

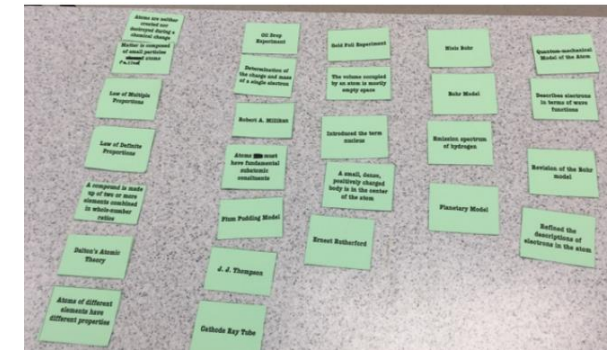
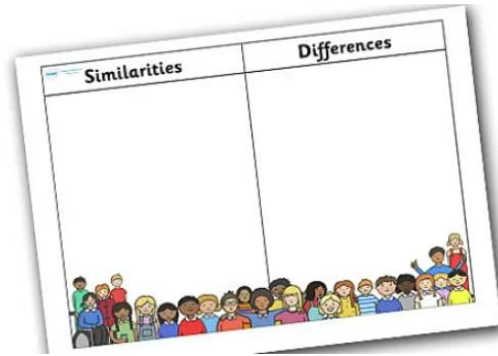
Matching activities –

Truth, Truth, Lie.

4 Corners.

Rally Robin.

Make a list.



All these activities should take place after some instruction/modelling. This should then help children develop links in their thinking before they can then complete the next chunk of learning independently.

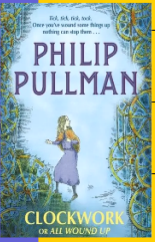
Scaffolding Strategies

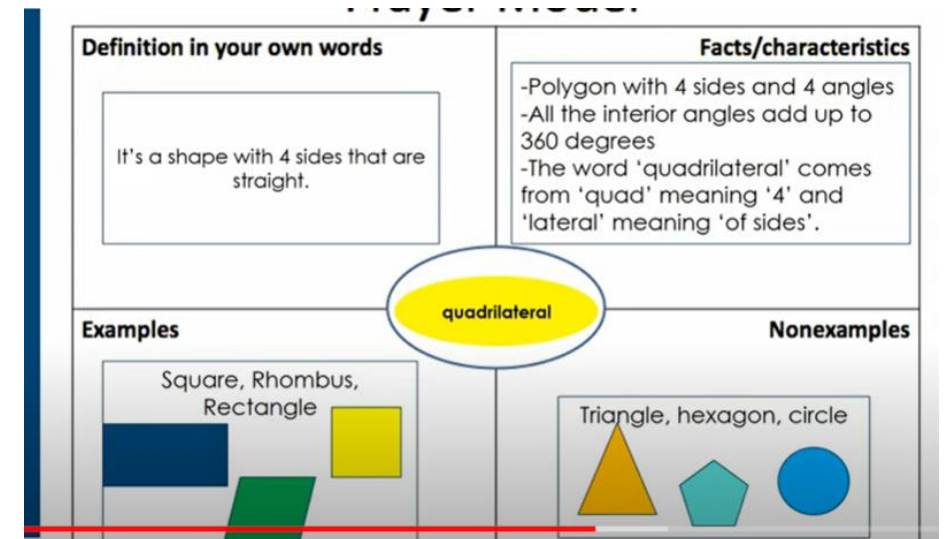
Try some of these during the gradual release.

Scaffold Strategies

Frayer Models

Frayer Models, both completed by the teacher and/or the child, are a scaffold to support during the repeated practice stage of vocabulary acquisition.

 	‘Prince Otto would give up his heart, cold, fanatical ...’ (p59)		
	Definition	Synonyms (similar meanings)	
fanatical			
Example in my own sentence	Antonyms (opposites)		
	indifferent unconcerned		



Scaffold Strategies

Word Banks

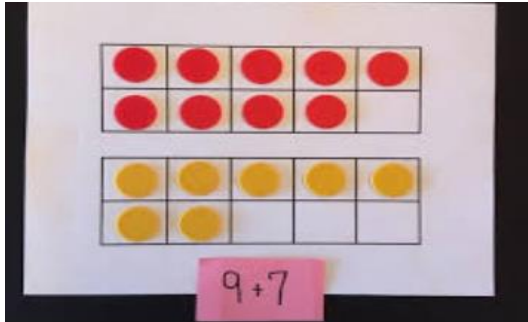
Word banks, key spellings or phrases can be provided for children to retrieve information from as well as reducing some of the cognitive load during writing activities. They should be included in the modelling process; e.g. as part of the thinking out loud process via a margin helper or displayed bank of words.

Adjectives	Powerful verbs	Adverbs
disgusting	stamped	loudly
horrendous	screamed	carelessly
beautiful	cried	ferociously
shining	rampaged	carefully
perfect	whimpered	stupidly
smelly	whispered	silently
hairy	tiptoed	menacingly
soft	danced	quietly
striking	shuffled	loudly
shocking	leapt	energetically
terrifying	raced	rapidly
funny	roared	viciously
red	declared	gracefully

Scaffold Strategies

Concrete Resources

Concrete resources such as hundred squares, tens frames, Numicon and multiplication grids should be used to remove barriers as children practice and apply their learning.



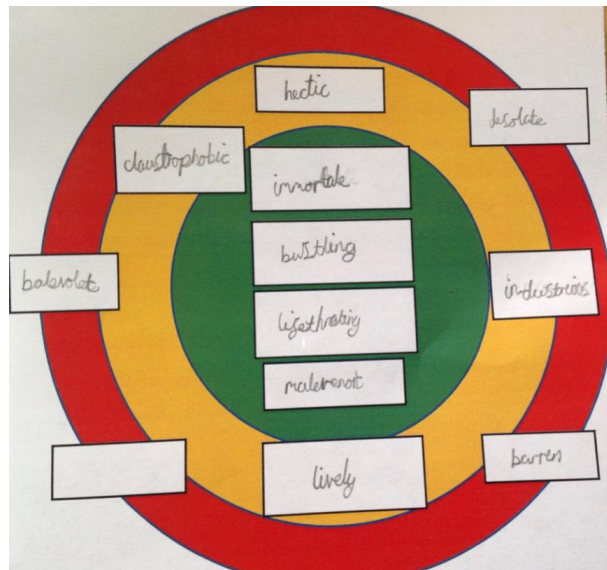
Hundreds	Tens	Ones
		



Scaffold Strategies

Zones of Relevance

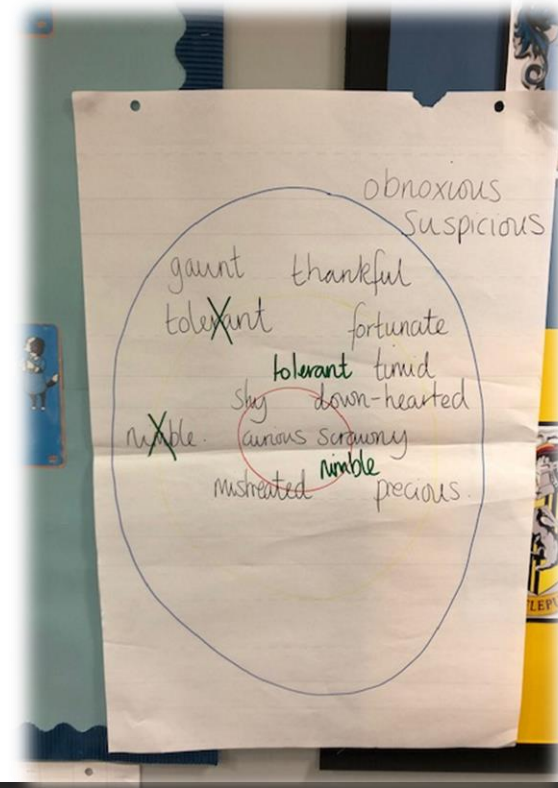
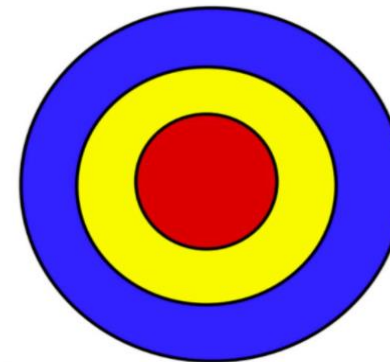
Zones of relevance, both completed by the teacher and/or the pupils, are a scaffold to support during the composition stage. They provide a tool for children to plan and justify their vocabulary choices.



Zones of relevance



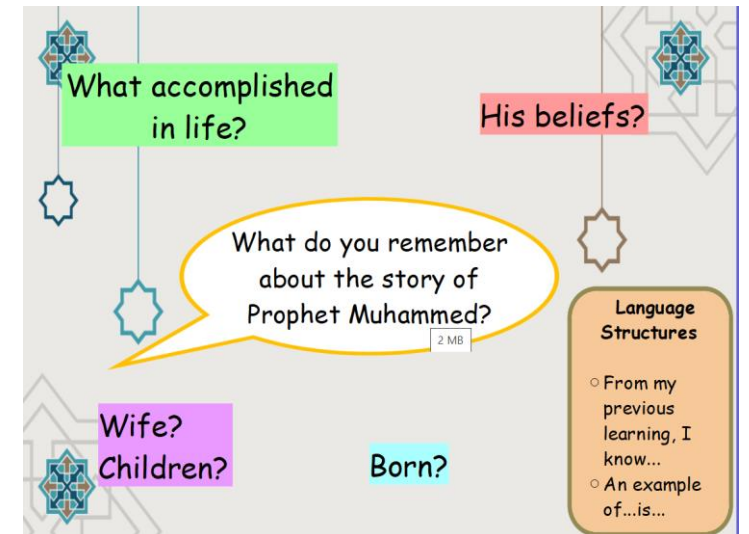
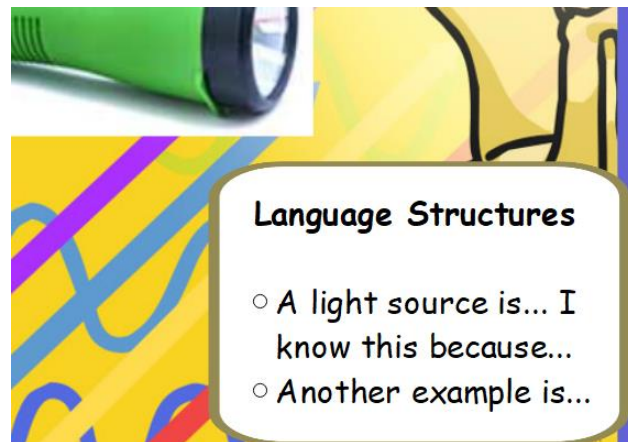
tense	stormy	turbulent	calm
menacing	threatening	intimidating	dangerous
hostile	evil	dark	bleak
warm	comforting	light	cosy
gloomy	perilous	noisy	spooky



Scaffold Strategies

Sentence Stems and Starters

Sentence stems and starters provide a helpful starting point for children to organise their initial ideas and serve as a valuable scaffold during modelling and practice sessions. In English, sentence stems could, for example, be displayed during the I do and We do part of the lesson, e.g. 'As astonishing as it may seem...' 'The growling beast...' or in geography, 'One difference between urban and rural is...'



Scaffold Strategies

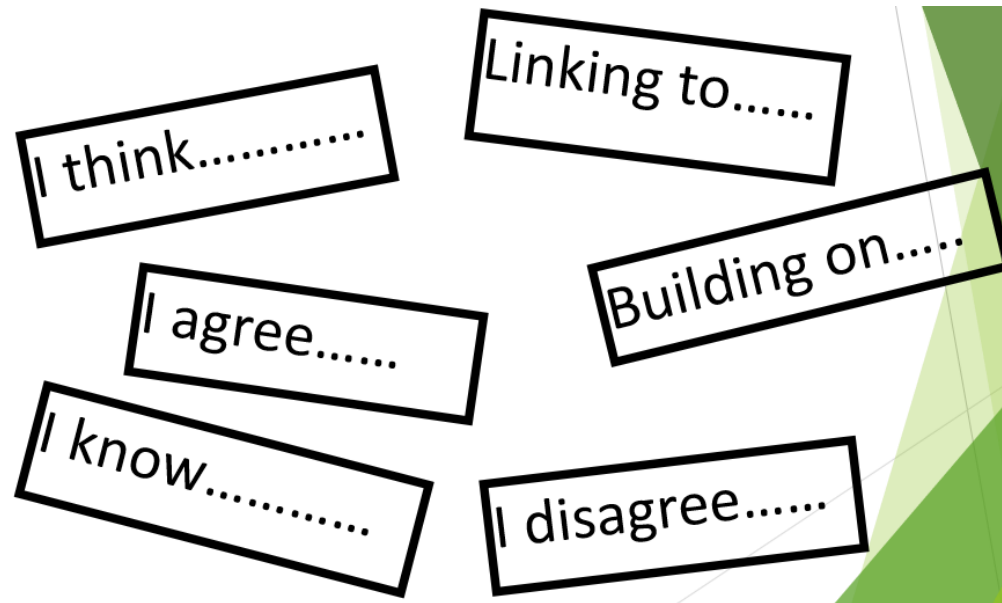
Talk Frames

Talk frames, such as sentence stems, provide a valuable way of structuring children's conversations during talk tasks. Talk frames should be used to guide talk and may be much more open ended or generic than sentence stems or starters outlined above:

'I agree because...

' 'I think that...'

'I know that...'



Scaffold Strategies

Margin Helpers

As part of the teacher modelling process, teachers should display key ingredients, sentence stems, success criteria or vocabulary that they will refer to as part of their modelling. Although content will vary depending on the subject being taught, e.g. the breakdown of a formula in maths or a mixture of sentence starters or key vocabulary in English, the children should view this as a consistent approach to scaffolding that supports them as part of gradual release.

I do

third person (he, she, they, their...)
and synonyms used to refer to them

important events and dates in chronological order

past tense

quotes

headings/bullet points/underlining etc.

Adult Life

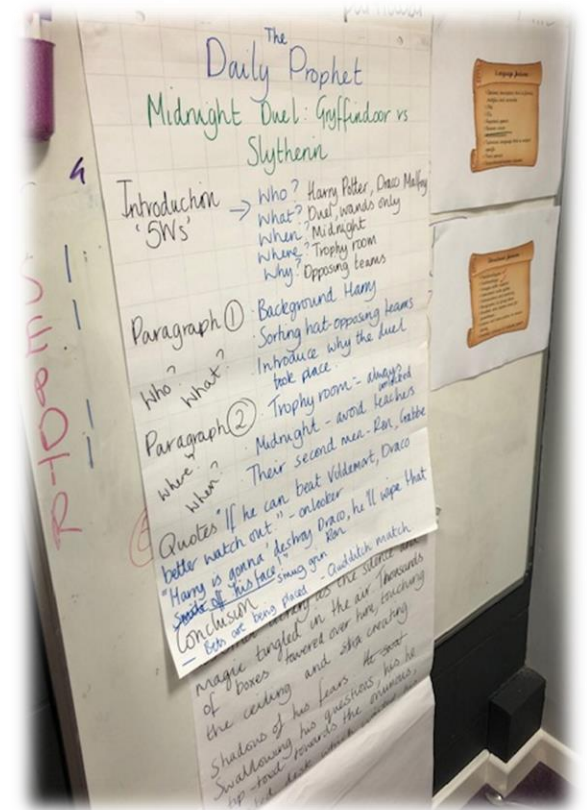
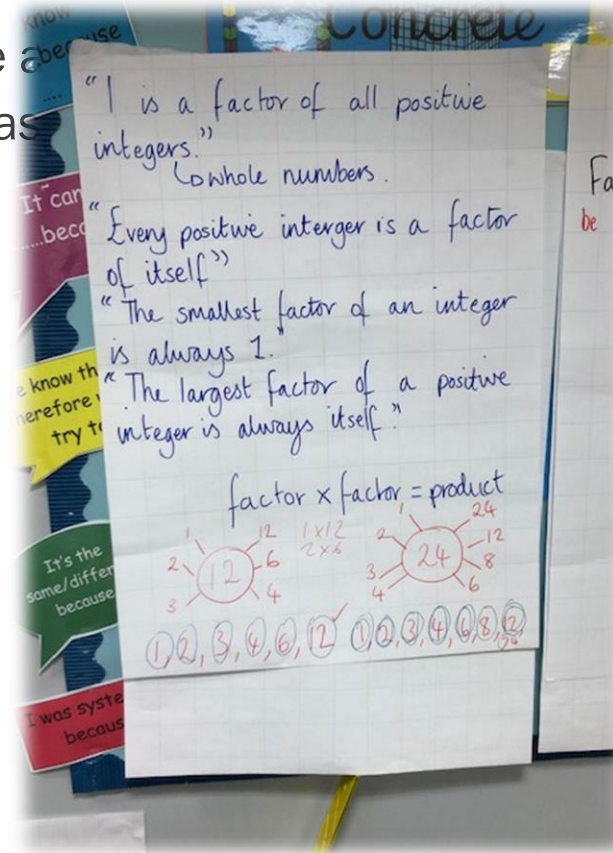
Following the death of Lord Voldemort, Harry continued with his studies and went on to secure employment as an Auror at the Ministry of Magic in London. He married his childhood sweetheart Ginny Weasley (his best friend's sister) in the early 2000s. Together, they have three children: James Sirius, Albus Severus and Lily Luna.

Although Harry now leads a largely normal life, he continues to be remembered for his bravery in defeating the world's darkest wizard. Harry Potter will without doubt be known as one of the greatest magicians of all time! It is hoped that he will not be required to save the world again and can see out his days peacefully amongst the muggles he now resides with! Harry's positive attitude towards life is summarised well in one of his most famous quotes - 'It does not do to dwell on dreams and forget to live!'

Scaffold Strategies

WAGOLLS

WAGOLLS should be discussed, dissected and displayed across the curriculum so that pupils have a clear idea about what they are trying to achieve or as a starting point to develop their own ideas.



Scaffold Strategies

Knowledge Organisers

These are used as a scaffold that allow children to draw upon key knowledge, concepts and information to support their learning through sequences of lessons.



Science knowledge organiser – Light

Year 6

Key Vocabulary

Light	The natural agent that stimulates sight and makes things visible.
Light source	An object that produces its own light.
Refraction	When light bends as it passes between surfaces, e.g. moving between air and water.
Reflection	When light, heat or sound waves bounce off a surface, changing its direction.
Visible spectrum	Light that is visible to the human eye which is made up of a colour spectrum.
Rainbow	An arch of colours visible in the sky which is caused by refraction.
Colour	When light hits a surface, some of it is absorbed and some of it is reflected. The light that is reflected is the colour of the object in that light.
Shadow	An area of darkness where light has been blocked

How do we see?

What you should already know...

- We must have light to see and darkness is the absence of light.
- Light is reflected from surfaces.



Light facts

- Light waves travel out of a light source in straight lines.
- Light reflects off of objects (in a straight line) and travels to the human eye.
- Light travels in waves (like water and sound) but it doesn't need a substance to travel through which means it can travel through a vacuum – a completely airless space!
- Isaac Newton shone a light through a transparent prism which separates the light into the colours of the rainbow – the colours of the spectrum.
- A shadow is always the same shape as the object that casts it because when light is travelling from a light source it blocks the light rays that hit it, while the rest of the light continues travelling.
- Shadows can be elongated or shortened depending on the angle of the light source.
- A shadow is larger when the object is closer to the light source because it blocks more of the light rays.



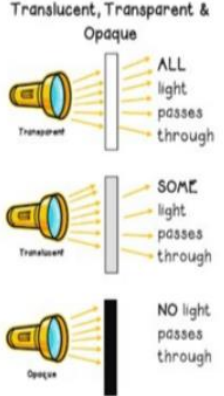
Ibn al-Haytham - Mathematician, astronomer and physicist. Realised that light travels into the eye when we see, and invented the first pin-hole camera.





Ernesta Jonkute Nanotechnologist - Developed antablack®, a super-black coating that holds the world record as the darkest human-made substance. It is used in space-born items.

Translucent, Transparent & Opaque



ALL light passes through
SOME light passes through
NO light passes through



Scaffold Strategies

Ensure children become more independent.

4 B's (Book, Buddy, Board, Boss)

3 before me! (Ask yourself, look around, ask a friend)

Peer Coaching

Thinking time

Supermarket Sweep

Capture important content on whiteboard/sugar paper

A great article to read: <https://teacherhead.com/2021/12/01/five-ways-to-scaffold-classroom-dialogue/>